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Lived Experiences of Criminology Faculty Teaching in Industrial Security Management Program

Carolyn E. Fernandez[1*], Bernaflor B. Canape[2] & Jose F. Cuevas Jr.[3]

[1,2,3]*Graduate School, Misamis University, H.T. Feliciano St., Aguada, Ozamiz City, Misamis Occidental 7200, Philippines.*
Corresponding Author (Carolyn E. Fernandez) Email: carolynfernandez77@gmail.com[*]

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ABSTRACT

Background: This study explored the lived experiences of Criminology faculty members who teach BSISM courses. It focused on understanding how faculty navigate the demands of teaching Industrial Security Management (ISM) subjects within the province of Misamis Occidental, Philippines. The study highlights the importance of supportive relationships, institutional resources, and conducive learning environments in shaping teaching effectiveness and faculty adjustment.

Aims: This study aims to explore how criminology faculty members cope with, adjust to, and experience teaching ISM subjects.

Methods: The study employed a qualitative phenomenological research design. It was conducted among 15 criminology faculty members who are currently teaching or have previously taught ISM courses, selected based on the inclusion criterion of relevant teaching experience. Data collection continued until saturation was reached, meaning no new significant themes emerged. Data were analyzed using Moustakas' method of data analysis.

Tool: Data were collected using an interview guide questionnaire designed to elicit participants lived experiences and insights regarding teaching ISM courses.

Results: The study revealed six major themes that describe the lived experiences of criminology faculty teaching ISM courses. Faculty members experienced physical and mental fatigue, highlighting the body as a site of strain due to the demands of teaching unfamiliar or specialized subjects. Despite these challenges, they demonstrated adaptability and strong emotional investment in their teaching roles. They also navigated present demands while finding personal fulfillment in their teaching journey. The classroom environment emerged as a significant factor influencing both teaching and learning experiences. Additionally, supportive relationships with colleagues and administrators played a crucial role in enhancing their teaching effectiveness. Technology was identified as an important enabler of effective instruction, while purpose-driven engagement and motivation helped sustain their commitment to teaching ISM. Overall, the findings emphasize the importance of institutional support, adequate resources, and positive learning environments in fostering faculty adjustment and effectiveness

Keywords: Administrative Support; Environmental Challenges; Peer Collaboration; Professional Motivation; Technology Integration and Teaching Adjustment.

1. Introduction

The Industrial Security Management (ISM) Program is a specialized academic pathway that prepares students for positions in the public and private sectors that involve the protection of assets, people, and property. It integrates criminology, risk management, emergency response, cyberspace security, and physical security systems to prepare future professionals to address the most challenging security challenges that arise in contemporary businesses. According to Demelletes et al. (2024) define that Industrial Security Management as the process of identifying, assessing, and mitigating risks within institutions, while simultaneously implementing safety protocols to safeguard private data, property, and individuals from fraudulent activities, sabotage, and cyberattacks. Furthermore, Tero (2026) asserts that the Commission on Higher Education (CHED) in the Philippines regards this discipline as a critical component of public safety and national development. The Bachelor of Science in Industrial Security Management (BSISM) program was formally established by CHED Memorandum Order No. 06, Series of 2018. Its objective is to establish policies, standards, and guidelines for the provision of industrial security education that is both competency-based and outcomes-based throughout higher education institutions. Additionally, Ababol and

Magante (2022) found that the Industrial Security Management curriculum integrates classroom instruction with practical experience in security operations, crisis management, and crime prevention. This prepares graduates for supervisory and managerial positions in industrial and corporate security environments.

The study of Corkill (2022) indicates that the number of career opportunities for graduates of Industrial Security Management (ISM) is consistently increasing as organizations prioritize security planning and risk control. In industries such as banking, manufacturing, logistics, healthcare, education, and the public sector, ISM graduates have the opportunity to pursue a variety of professional roles, including security administrators, safety and risk officers, loss prevention personnel, compliance officers, corporate investigators, and security consultants. The demand for specialists who are trained in industrial and corporate security management has expanded due to the increasing complexity of organizational risks. (Sennewald and Baillie 2023). Additionally, the increasing prevalence of corporate misconduct, cyber-related threats, workplace safety concerns, and vulnerabilities in critical infrastructure has highlighted the necessity for professionals to possess comprehensive expertise in physical security, risk management, information protection, and emergency response (Purpura, 2022). In order to effectively mitigate emergent threats in both public and private sectors, security management prioritizes an integrated strategy that integrates physical security, cybersecurity awareness, and organizational risk mitigation strategies (Brooks et al., 2022). Employers prioritize graduates who exhibit not only technical proficiency but also strategic thinking, sound judgment, and the capacity to effectively address changing security challenges. In order to improve operational continuity and organizational resilience, security professionals are increasingly expected to have expertise in security technology systems, crisis management, and threat assessment (Halibozek & Walters 2023). The necessity of strong ISM educational programs that align instruction with industry expectations and provide graduates with practical skills essential for enhancing organizational security and resilience is underscored by the growing employment opportunities.

According to Bautista (2021) explained that effective teaching in security-related courses is strongly influenced by an instructor’s professional background and chosen teaching approach, particularly since many instructors come from a criminology background. Likewise, Garcia and Santos (2020) observed that faculty members with hands-on experience in law enforcement or corporate security tend to enhance classroom learning by sharing practical, real-world situations. In contrast, Lopez (2023) found that instructors assigned to subjects outside their field of specialization often experience difficulties in fully understanding the course material, implementing the curriculum, and adapting to their teaching role. Teaching beyond one’s area of expertise can pose challenges that may affect instructional quality.

The significance of classroom preparation and faculty competency in criminology education is emphasized by local studies. According to Torres et al. (2020), teaching competences and professional credentials both affect the efficacy of criminology faculty, and they highlighted the necessity of coordinated knowledge in topic delivery. Effective teaching methods are crucial in criminology programs, as Lafadchan et al. (2024) found that instructional strategies have a major impact on students' competency growth. Additionally, Albrando and Revisa (2023) emphasized in their study that ICT literacy and technical pedagogical expertise are essential for improving instructional efficacy, particularly in contemporary learning situations. Furthermore, according to Doromal (2025),

criminology educators face difficulties like excessive workloads and teaching outside of their area of expertise, which may have an impact on their effectiveness and flexibility.

According to Aguarino et al. (2024) discovered a strong correlation between teaching efficacy and institutional support, faculty training, and instructional techniques in the larger Philippine higher education context. Similarly, Ferrer and Canape (2025) noted that teacher performance and well-being are greatly impacted by work environment, administrative assistance, and resource availability. These results imply that insufficient planning or assistance may cause problems, especially when teachers are given classes outside of their areas of competence, which can have a detrimental effect on student learning outcomes and the standard of education as a whole.

According to. Zou et al. (2024) that the significance of an instructor's background and style of instruction particularly in specialized programs, faculty teaching strategies and perceptions have a significant impact on student learning results. In a similar vein, Svingen et al. (2026) stressed that criminology education is interdisciplinary, necessitating the integration of information from multiple subjects by instructors, which might be difficult for individuals who are not specialists in the field. Additionally, Postareff et al. (2020) pointed out that in order to help faculty adjust to new teaching positions and enhance instructional quality, ongoing professional development and institutional support are crucial.

Despite the fact that the Commission on Higher Education's (CHED) regulations officially recognize the Industrial Security Management (ISM) program as a separate degree, many higher education institutions, especially those in resource-constrained and provincial areas, still rely on criminology faculty to teach ISM courses because there aren't enough qualified specialists. Despite having solid backgrounds in forensic science, criminal justice, and law enforcement, these lecturers sometimes lack formal training or practical expertise in important ISM domains like cybersecurity, risk management, and corporate security. Understanding course material, efficiently teaching technical subjects, and modifying teaching techniques to satisfy the unique requirements of the ISM curriculum can all be difficult in this circumstance. Despite these facts, little research has been done on how criminology professors deal with these difficulties, especially with regard to their life experiences, coping strategies, and instructional modifications.

The purpose of this study is to investigate how criminology professors deal with, adapt to, and experience teaching ISM courses. This study aims to close the gap in the literature and offer useful advice for curriculum planners, program directors, and school administrators by looking at their real-life experiences, including the difficulties they encounter, the tactics they use, and the insights they get. The study's conclusions should increase institutional support networks, improve faculty preparedness for teaching ISM courses, and guide the creation of focused training initiatives. Through ensuring that instructors are better prepared, more self-assured, and in line with the changing needs of the industrial and corporate security sector, this study ultimately helps to improve the quality of the ISM program, especially at local institutions.

1.1. Statement of the Problem

This study explored the lived experiences of criminology faculty teaching in industrial security management program. Specifically, it sought to answer the following questions:

1) What is your experience as Industrial Security Management Teachers?

2) How the participants experience and manage time as you balance ISM teaching with your other responsibilities?

3) How do ISM faculty perceive the influence of the physical classroom environment influence your experience of teaching ISM?

4) How do interactions with students, colleagues, and administrators shape your experience as an ISM faculty member?

5) How do the available teaching materials, equipment, and technology affect your experience in delivering ISM lessons?

6) What personal motivations led faculty member to teach in the ISM program, and how do you make sense of this role in your professional journey?

2. Literature

This study is anchored on Role Theory developed by Bruce Biddle, which explains how individuals understand and perform the expectations associated with their professional roles. The theory is relevant in examining the experiences of criminology faculty members teaching Industrial Security Management (ISM) because these educators are required to assume responsibilities beyond their original specialization. According to Biddle (2022), professional roles are shaped not only by formal job descriptions but also by institutional expectations, organizational culture, and social interactions. In the context of this study, criminology faculty members teaching ISM must balance their professional identity as criminologists while adapting to the technical and managerial demands of industrial security instruction. This process reflects identity negotiation, where educators continuously redefine themselves to meet evolving academic responsibilities (Ashforth et al., 2021; Barbulescu, 2020).

Role Theory further explains that individuals may experience role conflict and role strain when confronted with incompatible expectations and excessive responsibilities. Rizzo et al. (2021) stated that role conflict may result in stress, uncertainty, reduced performance, and lower job satisfaction. In this study, faculty members experienced challenges in fulfilling both criminology teaching standards and the specialized instructional requirements of ISM courses. Participants described feelings of hesitation and difficulty during their initial teaching experiences, reflecting the practical implications of role conflict discussed by Okoye and Eze (2023). Similarly, role strain emerged through heavy workloads, lack of instructional materials, insufficient training, and limited institutional support. Bakker and Demerouti (2021) explained that excessive demands combined with inadequate support often lead to exhaustion and burnout among educators. These experiences demonstrate how professional adjustment in ISM teaching becomes both emotionally and physically demanding for criminology faculty members.

The conceptual framework of the study focuses on the lived experiences of criminology faculty members and the factors influencing their adjustment to teaching ISM courses. One important concept identified is the body as a site of fatigue, adaptation, and emotional investment. Hakanen and Bakker (2020) emphasized that educators frequently experience physical exhaustion due to extensive preparation, long teaching hours, and increasing academic

demands. In specialized programs such as ISM, these pressures become more evident because faculty members are often required to master unfamiliar content independently. Sonnentag and Fritz (2021) further explained that educators adapt physiologically and behaviorally by modifying their routines and instructional practices to meet changing educational demands. Emotional investment also becomes evident through teachers' dedication to student learning and commitment to instructional quality, making teaching an embodied and emotionally demanding experience (Collie, 2023).

Another major aspect of the framework involves negotiating present demands while finding fulfillment in the teaching journey. According to Day and Gu (2020), educators develop resilience to manage lesson preparation, student concerns, and administrative responsibilities despite continuous pressures. Faculty members remain motivated when they observe positive student outcomes and establish meaningful professional relationships, which contribute to emotional satisfaction and fulfillment (Collie & Martin, 2022). The framework also highlights the significance of classroom space, supportive relationships, and technology in enhancing teaching experiences. Barrett et al. (2020) emphasized that conducive classroom environments improve instructional effectiveness and student engagement, while Bourke and Loveridge (2022) noted that collegial collaboration and administrative support reduce professional fatigue and strengthen teacher motivation. Additionally, technology-mediated instruction enhances learning flexibility, collaboration, and student participation, particularly in specialized programs such as ISM (Mayorga-Vega, 2023; Lee & Kim, 2023).

Overall, the integration of Role Theory and the conceptual framework provide a comprehensive understanding of how criminology faculty members experience, negotiate, and adapt to teaching Industrial Security Management courses. The study highlights that faculty adjustment is influenced not only by professional role expectations but also by emotional experiences, institutional support, classroom environments, technological resources, and personal motivation. Through this framework, the study explains how educators continuously reconstruct their professional identities while responding to the evolving demands of specialized academic instruction. The combined theoretical and conceptual perspectives therefore provide a strong foundation for understanding the challenges, coping mechanisms, and professional growth of criminology faculty teaching ISM courses.

3. Methods

3.1. Design

This study employed a phenomenological research design. This design aimed to explore and understand the meaning that individuals or groups ascribed to a social or human problem (Creswell, 2014). It investigated the experiences that individuals had encountered within a specific phenomenon. The phenomenological approach was particularly suitable for obtaining data on the lived experiences of criminology faculty teaching in the Industrial Security Management (ISM) program. The application of this method of data analysis enabled the emergence of new knowledge and provided insights into the professional and pedagogical experiences of faculty members within the ISM program.

3.2. Setting

The research was conducted within the province of Misamis Occidental, Philippines. The province is positioned in the northern part of Mindanao within the Philippines. Its administrative center is the city of Oroquieta. To the west,

the province shares borders with Zamboanga del Norte and Zamboanga del Sur, while it is separated from Lanao del Norte by Panguil Bay to the south and Iligan Bay to the east. Historically, the province of Misamis was originally inhabited by the Subanen people, who were vulnerable to attacks from sea pirates originating from Lanao.

3.3. Participants

The participants of this study were 17 criminology faculty members who are currently teaching or have previously taught courses in the Industrial Security Management (ISM) program. Participants were selected based on the following inclusion criterion: 1) those who were currently teaching or had previously taught ISM courses. Data collection continued until saturation was reached, which occurred at 15 participants, indicating that no new significant information or themes emerged beyond this point

3.4. Instruments

The data from the participants gathered by the researcher using the interview guide questions. Intercommunication and understandably for all participants; questions will be translated into the vernacular language for better understanding. An introduction, opening, core, and closing questions included. In addition, the researcher will utilize open-ended questions and narrative styles of answers to elicit the participants' confessions during the in-depth interview.

The researcher used digital recording equipment to record the necessary information during the entire course of an in-depth interview. The interview process was accurately and thoroughly documented using this procedure. The recorded data was transcribed and evaluated to determine the themes emerging from the participants' responses.

3.5. Data Gathering

Before the actual interview, the researcher secured permission from the Dean of the Graduate School to permit the researcher to conduct the study. After the approval, the researcher proceeded with the identification of the potential participants. Before the actual interview, all potential participants were evaluated based on the inclusion criteria of this study. The participants' consent and their voluntariness were the top priority of this study. The researcher guaranteed to protect their rights by explaining that they can withdraw their participation at any time without penalty. After obtaining the signature on the informed consent form, the researcher scheduled each interview last approximately 20-30 minutes to provide participants enough time to share comprehensive experiences without feeling pressured. The researcher provided the participants with a copy of the interview questions to help them recall their experiences. For the condition of the area, it is necessary to have the right atmosphere to the interview with less noise coming from vehicles or people. During the actual interview, the researcher read the questions aloud and precisely. Furthermore, the researcher entertained clarifications related to the interview guide questions and the research process as a whole.

3.6. Ethical Considerations

Prior to the conduct of the in-depth interviews, the researcher secured the necessary approval from the Misamis University Research Ethics Committee to ensure that the study complied with institutional and ethical research standards. Informed consent was obtained from all participants in accordance with established legal and

institutional guidelines. The researcher clearly emphasized that all information and data gathered throughout the study would be utilized strictly for academic and research purposes only. Participation in the study was entirely voluntary. Before the actual data collection, the researcher thoroughly explained the objectives, nature, significance, and procedures of the study to all criminology faculty participants. Each participant voluntarily signed an informed consent form to indicate their willingness to participate in the research. Furthermore, participants were informed of their right to decline participation or withdraw from the study at any point without penalty, coercion, or loss of privileges. The signed informed consent forms did not waive nor diminish any of the participants' legal rights and protections.

To uphold the privacy, anonymity, and confidentiality of the criminology faculty participants, the researcher implemented strict confidentiality protocols throughout the research process. During the conduct of interviews, transcription, and data analysis, the real names of the participants were not used; instead, codes or pseudonyms were assigned to safeguard their identities and maintain anonymity. No personal identifiers or sensitive information were disclosed in the manuscript or in any research-related outputs. All signed consent forms and documents containing identifying information were securely stored in a locked cabinet accessible only to the researcher, while electronic files and digital records were protected through password-secured devices.

The researcher ensured that all collected data remained confidential and were handled with utmost care and responsibility. After the successful completion of the study, all confidential materials and records were properly disposed of using secure and ethical data disposal procedures.

3.7. Data Analysis

This study rigorously applied Clark Moustakas' (1994) descriptive phenomenological data analysis method to comprehensively explore and understand the lived experiences of criminology faculty members teaching in the Industrial Security Management (ISM) program. Moustakas' approach, which is grounded in Edmund Husserl' transcendental phenomenology, guided the analysis through a systematic and reflective process that ensured the credibility, depth, and authenticity of the participants lived experiences and narratives. This method enabled the researcher to carefully examine the meanings, perceptions, and essences embedded within the participants' experiences while maintaining fidelity to their original accounts.

The phenomenological reduction process served as the primary framework for analyzing the gathered data. The researcher followed the essential steps of Moustakas' phenomenological analysis, namely: (1) bracketing, wherein personal assumptions and biases were consciously set aside; (2) horizontalization, where significant statements related to the phenomenon were identified and treated with equal value; (3) clustering into themes, in which meaningful statements were grouped into thematic categories; (4) textural description, which described what the participants experienced; (5) structural description, which explained how the experiences occurred within their context; and (6) textural-structural synthesis, where the meanings and essences of the participants' lived experiences were integrated into a comprehensive description of the phenomenon under study.

4. Results and Discussions

The participants of this study were criminology faculty members from local colleges and universities who were assigned to teach Industrial Security Management (ISM) subjects despite having limited formal specialization in the field. Most participants possessed professional backgrounds in criminology, law enforcement, and general security practice; however, only a few had formal training or certifications directly related to Industrial Security Management. Their teaching experiences ranged from newly hired instructors to senior faculty members with several years of academic service. Most participants accepted ISM teaching assignments because of institutional staffing limitations and the growing demand for instructors in the newly established program.

The findings revealed that teaching ISM extended beyond routine instructional responsibilities and required participants to continuously negotiate professional adaptation, workload demands, instructional preparation, and personal motivation. Guided by Role Theory, the results demonstrated how faculty members experienced role conflict, role strain, and professional adjustment while teaching courses outside their primary field of specialization. The themes generated from the participants' narratives illustrate how criminology faculty members navigated the physical, emotional, instructional, environmental, technological, and motivational dimensions of teaching in the ISM program.

4.1. The Body as a Site of Fatigue, Adaptation, and Emotional Investment in ISM Teaching

Teaching in the Industrial Security Management program required participants to manage extensive instructional responsibilities, prolonged preparation, and continuous adaptation to unfamiliar subject content. Participants described teaching ISM as physically exhausting and mentally demanding, particularly when handling multiple classes, consecutive teaching schedules, and newly assigned subjects outside their specialization. Their experiences reflected how professional demands affected not only instructional performance but also physical well-being and emotional energy.

The findings support the concept of role strain under Role Theory, which explains that excessive responsibilities and competing demands may produce stress, exhaustion, and reduced professional satisfaction (Bakker & Demerouti, 2021). Participants' experiences further align with the findings of Hakanen and Bakker (2020), who emphasized that educators commonly experience fatigue due to prolonged teaching hours, extensive preparation, and increasing academic responsibilities. Similarly, Sonnentag and Fritz (2021) explained that educators often modify their routines, energy allocation, and instructional practices to cope with workload demands and changing educational environments.

Two interconnected subthemes emerged under this major theme:

(1) Physical Fatigue and Bodily Exhaustion and

(2) Adjustment Fatigue and Emotional Investment in Teaching.

4.1.1. Physical Fatigue and Bodily Exhaustion

Participants revealed that teaching ISM frequently resulted in physical tiredness and mental exhaustion due to heavy workloads and consecutive classes. The continuous demands of lesson preparation, classroom instruction, and subject familiarization required sustained physical and cognitive effort. Participants shared:

"It can be tiring sometimes, especially with many classes." (P1)

"It's physically tiring when classes are consecutive." (P2)

"It's physically tiring and mentally challenging." (P14)

These statements demonstrate how workload intensity and prolonged instructional schedules contributed to physical and mental strain among ISM faculty members. The findings are consistent with Kim et al. (2023), who noted that teachers commonly experience exhaustion because of intensified workloads and extended instructional time. Likewise, Carreon and Manalo (2023) emphasized that educators assigned to specialized programs often experience heightened fatigue because such subjects require continuous adaptation and concentrated preparation.

The findings suggest that teaching ISM involves substantial physical and cognitive demands that may negatively affect faculty well-being and instructional effectiveness. Persistent fatigue and exhaustion may reduce teachers' ability to maintain instructional quality, classroom engagement, and professional satisfaction. These experiences further illustrate the role strain encountered by criminology faculty members teaching outside their original specialization.

4.1.2. Adjustment Fatigue and Emotional Investment in Teaching

Aside from physical exhaustion, participants also described the emotional and psychological challenges of adjusting to a newly established program. Faculty members experienced uncertainty and pressure while adapting to unfamiliar ISM subjects, limited resources, and evolving instructional expectations. Despite these challenges, participants expressed emotional fulfillment and satisfaction in contributing to the growth of the program.

Participants stated:

"*It is exhausting because I am still adjusting to the new ISM program." (P13)*

"Emotionally, it's satisfying to know that I'm contributing to a developing program." (P15)

These experiences reflect the dual nature of teaching ISM, where exhaustion and fulfillment coexist within the faculty's professional journey. The findings support Collie (2023), who explained that teaching involves emotional labor and personal investment, particularly when educators feel responsible for student learning and program development. Similarly, Day and Gu (2020) emphasized that professional resilience enables educators to continue performing their roles despite demanding circumstances.

The participants' emotional investment in ISM teaching demonstrates that professional motivation and commitment can help educators persist despite physical fatigue and instructional challenges. Their willingness to contribute to the establishment and improvement of the program highlights the importance of professional identity, adaptability, and institutional support in sustaining teacher engagement.

4.2. Negotiating Present Demands and Finding Fulfillment in the Teaching Journey

The participants described teaching ISM as a continuous process of balancing workload demands, instructional responsibilities, and professional expectations while simultaneously finding meaning and fulfillment in their

teaching experiences. Faculty members managed lesson preparation, administrative duties, classroom instruction, and unfamiliar subject requirements, often within limited time and resource conditions. Despite these pressures, participants continued to demonstrate commitment to teaching and professional growth. The findings reflect the concepts of role conflict and role negotiation discussed in Role Theory. Faculty members teaching ISM experienced competing professional expectations as they attempted to fulfill both traditional criminology teaching responsibilities and the specialized requirements of industrial security instruction. Rizzo et al. (2021) explained that incompatible role expectations frequently produce stress, uncertainty, and reduced professional satisfaction. However, participants also demonstrated resilience and adaptation while navigating these demands.

Two interconnected subthemes emerged under this major theme:

(1) Experiencing Workload Demands and Professional Pressure and

(2) Finding Fulfillment Through Professional Contribution.

4.2.1. Experiencing Workload Demands and Professional Pressure

Participants described the demanding pace of teaching ISM, particularly during their adjustment period in the new program. Heavy teaching schedules, multiple responsibilities, and the pressure to deliver unfamiliar content contributed to physical and emotional stress. Participants expressed:

> *"Sometimes I feel physically exhausted, but I stay emotionally motivated to improve." (P10)*
>
> *"As a first-time teacher in a new program, it's really challenging and tiring." (P11)*
>
> *"It is physically tiring and mentally challenging." (P14)*

The findings are consistent with Che Ani et al. (2023), who reported that excessive workloads and administrative responsibilities significantly contribute to teacher burnout and emotional exhaustion. Likewise, Zhao et al. (2022) found that prolonged job stress and limited time resources negatively affect teachers' well-being and professional performance.

The experiences of ISM faculty members reveal how continuous workload demands and instructional adjustments may create professional pressure and fatigue. These findings reinforce the need for adequate institutional support, workload management, and professional development programs to help educators effectively cope with the demands of specialized teaching assignments.

4.2.2. Finding Fulfillment Through Professional Contribution

Despite experiencing stress and exhaustion, participants found meaning and satisfaction in their contribution to the development of the ISM program. Faculty members viewed their teaching roles as opportunities for growth, service, and professional contribution. Participants shared:

> *"Emotionally, it's satisfying to know that I'm contributing to a developing program." (P15)*
>
> *"Even though adjusting to a new curriculum is demanding, I feel motivated knowing that my efforts help establish a strong foundation for the ISM program." (P11)*

These findings support Collie and Martin (2022), who explained that teachers derive fulfillment from meaningful professional engagement and positive educational contributions. Similarly, Carroll and O'Donnell (2023) noted that educators maintain emotional well-being when they perceive their work as purposeful and professionally valuable. The participants' experiences demonstrate that professional fulfillment may coexist with occupational stress. Their commitment to helping establish the ISM program reflects strong professional motivation, resilience, and dedication to educational development.

4.3. The Influence of Classroom Space on Teaching and Learning Experiences

The physical classroom environment significantly influenced participants' teaching experiences and student engagement in the ISM program. Faculty members emphasized that classroom conditions affected attentiveness, participation, comfort, and instructional effectiveness. Conducive learning spaces promoted positive classroom interaction, while inadequate facilities created instructional difficulties and adjustment challenges.

These findings support Barrett et al. (2020), who emphasized that classroom design, ventilation, spatial organization, and environmental comfort directly influence instructional effectiveness and student engagement. Similarly, Byers et al. (2022) explained that flexible and supportive learning environments encourage active participation and improve classroom interaction.

Two interconnected subthemes emerged under this major theme:

(1) Positive Classroom Environment Enhances Learning and

(2) Environmental Limitations Create Instructional Challenges.

4.3.1. Positive Classroom Environment Enhances Learning

Participants observed that clean, organized, and comfortable classrooms encouraged attentiveness, participation, and positive classroom energy. Participants stated:

> *"When the classroom is clean and comfortable, students are more attentive." (P1)*
>
> *"A clean and organized environment gives positive energy." (P4)*
>
> *"A comfortable space encourages more student participation." (P5)*

These findings are consistent with Auman (2024), who found that classroom layout, cleanliness, and physical organization positively influence student engagement and attentiveness. Likewise, Jamil (2025) emphasized that emotionally supportive and flexible classroom environments improve student motivation and interaction.

The findings indicate that classroom space serves as an important factor in facilitating effective instruction and positive learning experiences. Comfortable and organized environments enhance both teacher effectiveness and student participation, contributing to better classroom engagement.

4.3.2. Environmental Limitations Create Instructional Challenges

Participants also described the difficulties caused by small classrooms, inadequate ventilation, and limited resources. These environmental constraints negatively affected concentration, comfort, and teaching effectiveness. Participants explained:

"But if the room is small and hot, it's hard to maintain focus." (P3)

"The classroom environment really helps me adjust, especially since I'm still new and the program is just starting to build its resources." (P12)

These findings support International (2023), which noted that poorly organized and physically constrained learning spaces reduce engagement and instructional efficiency. Similarly, Jamil (2025) reported that overcrowded and inflexible classrooms negatively affect learning interaction and classroom climate.

The participants' experiences demonstrate that classroom conditions significantly affect teachers' adjustment, comfort, and instructional delivery. The findings emphasize the importance of adequate facilities and supportive learning environments in improving teaching quality and educational effectiveness.

4.4. The Role of Supportive Relationships in Enhancing Teaching Experience

Supportive professional relationships emerged as an important factor influencing the experiences of criminology faculty members teaching ISM. Participants emphasized that guidance from administrators, encouragement from department heads, and cooperation among colleagues strengthened their confidence, reduced stress, and improved professional adjustment. The findings align with Schinoff et al. (2020), who explained that organizational support and institutional structures significantly influence professional role performance. Similarly, Bourke and Loveridge (2022) emphasized that collegial relationships and supportive work environments reduce professional fatigue and enhance teacher motivation.

Two interconnected subthemes emerged under this major theme: (1) Administrative and Leadership Support and (2) Peer Collaboration and Collegial Support.

4.4.1. Administrative and Leadership Support

Participants described administrative support as essential in helping them adjust to the demands of teaching ISM. Guidance from department heads and academic leaders increased confidence and professional motivation.

Participants shared:

"So far, the department is supportive and provides guidance." (P1)

"The guidance from the program head really helps boost my confidence." (P4)

"Support from the dean and department head is very motivating." (P7)

"The faculty and administration are very supportive of new teachers like me, especially as we're helping start a new program." (P12)

These findings support Maas et al. (2022), who found that administrative support improves teacher well-being and professional satisfaction. Likewise, Çelik and Pala (2024) emphasized that empowering leadership and participatory management strengthen teachers' confidence and reduce organizational stress.

The findings indicate that supportive leadership plays a critical role in helping faculty members adjust to unfamiliar teaching responsibilities. Institutional encouragement and professional guidance contribute to teacher confidence, resilience, and sustained motivation.

4.4.2. Peer Collaboration and Collegial Support

Participants also highlighted the importance of collaboration and cooperation among colleagues in addressing instructional challenges and maintaining emotional support. Participants expressed:

> *"Working closely with my colleagues helps me navigate daily teaching challenges and gives me reassurance when I face difficulties. Faculty cooperation greatly helps in handling challenges." (P8)*

Faculty cooperation provides emotional support and practical guidance, making the teaching environment more positive and manageable. These findings are consistent with Kaihoi et al. (2022), who reported that collegial support reduces burnout and improves teacher well-being. Similarly, Cai et al. (2022) explained that collaborative professional communities strengthen teachers' self-efficacy and work engagement.

The findings demonstrate that peer collaboration serves as an important coping mechanism among ISM faculty members. Supportive relationships help educators manage stress, share instructional strategies, and maintain positive professional experiences despite the challenges of teaching outside their specialization.

4.5. Technology as an Enabler of Effective Teaching and Learning in ISM

Technology emerged as an essential instructional resource that supported lesson delivery, student engagement, and faculty adaptation in the ISM program. Participants relied heavily on digital tools, multimedia presentations, online resources, and visual aids to improve classroom instruction and compensate for limited teaching materials. These findings support Mayorga-Vega (2023), who explained that digital tools and interactive platforms improve student engagement and facilitate active learning in specialized courses. Likewise, Lee and Kim (2023) emphasized that technology-mediated instruction enhances instructional flexibility, collaboration, and learning participation.

Two interconnected subthemes emerged under this major theme: (1) Technology Enhances Instructional Delivery and Student Engagement and (2) Technology Compensates for Limited Resources.

4.5.1. Technology Enhances Instructional Delivery and Student Engagement

Participants explained that projectors, laptops, PowerPoint presentations, and videos improved lesson clarity and increased classroom participation. Participants stated:

> "The projector and laptop make teaching much easier." (P1)
>
> "*The projector and visual aids really help in presenting the topics. PowerPoint and videos help increase student participation." (P2)*
>
> *"Using PowerPoint and videos makes it easier to explain complex ISM concepts and keeps students attentive throughout the lesson." (P7)*

These findings support Pino and Mongas (2025), who found that technology integration significantly improves cognitive engagement and classroom participation. Similarly, Codina et al. (2023) noted that multimedia resources and digital instructional materials improve learning interaction and instructional effectiveness. The findings demonstrate that technology serves as an important facilitator of active and engaging learning experiences in ISM instruction. Digital tools help faculty members simplify complex concepts, improve lesson organization, and sustain student attention.

4.5.2. Technology Compensates for Limited Resources

Participants also described how technology helped address the lack of updated ISM instructional materials and limited program resources. Participants shared:

> *"The challenge sometimes is the lack of updated ISM materials. Technology helps a lot because I can stay updated with examples and cases." (P5)*
>
> *"Since ISM is a new program, having complete equipment and a good setup helps me introduce lessons more effectively." (P11)*
>
> *"Technology really helps. I use online resources, PowerPoint, and videos to bridge my criminology background with ISM concepts." (P15)*

These findings align with Ricoy et al. (2025), who explained that educators increasingly rely on online resources and digital materials to compensate for curricular and instructional deficiencies. Likewise, Dioquino and Paglinawan (2024) emphasized that technological resources enhance teachers' adaptability and instructional competence. The findings indicate that technology functions not only as a teaching aid but also as a compensatory mechanism that enables faculty members to manage instructional limitations and maintain teaching effectiveness despite resource constraints.

4.6. Purpose-Driven Engagement and Motivation in Teaching ISM

Participants demonstrated strong professional motivation and purposeful engagement in teaching ISM despite experiencing physical exhaustion, instructional pressure, and adjustment difficulties. Faculty members viewed their involvement in the program as an opportunity to contribute to educational development, apply professional knowledge, and support the growth of a newly established curriculum. These findings support Self-Determination Theory, which explains that intrinsic motivation, professional competence, and meaningful engagement strengthen commitment and professional persistence. The findings also align with Akçaoglu et al. (2023), who emphasized that intrinsic motivation and professional purpose sustain teacher engagement during periods of change and adjustment.

Two interconnected subthemes emerged under this major theme:

(1) Professional Motivation and Contribution and

(2) Sustained Motivation Despite Challenges.

4.6.1. Professional Motivation and Contribution

Participants explained that their decision to teach ISM was influenced by curiosity, professional experience, and the desire to contribute to the program's development. Participants stated:

> *"I started teaching ISM out of curiosity about the new curriculum and the desire to make a contribution." (P6)*
>
> *"My background in port security inspired me to teach ISM because I wanted to share the practical knowledge I've gained." (P7)*

"I realized that ISM is very important in criminology, so I wanted to be part of developing the subject." (P8)

"I'm new to teaching, but I'm excited because I feel that I have a lot to learn and share." (P9)

These findings support Duarte Lores and Lores (2023), who explained that intrinsic motivation and professional commitment encourage educators to engage in new curricular and instructional responsibilities. Similarly, Ma (2022) emphasized that professional identity and purpose strengthen teacher resilience and long-term engagement. The findings reveal that participants perceived teaching ISM not merely as a work assignment but as a meaningful opportunity for professional contribution and educational development.

4.6.2. Sustained Motivation Despite Challenges

Despite fatigue, stress, and adjustment difficulties, participants remained committed to teaching ISM because they viewed their efforts as valuable contributions to the establishment and improvement of the program. Participants explained:

"It's physically tiring and mentally challenging, but I feel motivated because I know I'm part of establishing a new program." (P14)

"I chose to teach ISM because I wanted to apply my criminology knowledge in a practical setting and contribute to the program's growth." (P10)

"Even though adjusting to a new curriculum is demanding, I feel motivated knowing that my efforts help establish a strong foundation for the ISM program." (P11)

These findings support Sánchez and Ballesteros (2025), who found that teacher resilience and intrinsic motivation help educators cope with occupational stress and maintain professional commitment. Likewise, Kaya (2024) emphasized that professional support and purpose strengthen teachers' ability to manage burnout and instructional challenges. The findings indicate that faculty motivation in teaching ISM is strongly connected to professional purpose, commitment, and the desire to contribute to institutional development. Participants' sustained engagement despite existing challenges demonstrates resilience, adaptability, and dedication to educational service.

Overall, the findings of this study demonstrate that criminology faculty members teaching Industrial Security Management experience significant professional adjustment, role strain, and instructional challenges while simultaneously developing resilience, motivation, and adaptive teaching strategies. Guided by Role Theory, the study reveals how educators continuously negotiate evolving professional expectations, institutional demands, and personal commitment while teaching outside their original area of specialization. The findings further highlight the importance of institutional support, collaborative relationships, adequate facilities, technological resources, and professional development opportunities in improving faculty preparedness, instructional effectiveness, and overall well-being within the ISM program.

5. Conclusion and Recommendations

5.1. Conclusion

This study revealed that criminology faculty members teaching in the Industrial Security Management (ISM) program experienced significant professional adjustment as they navigated instructional responsibilities beyond

their primary field of specialization. Guided by Role Theory, the findings demonstrated that faculty members encountered role strain, workload pressures, limited instructional resources, and adaptation challenges while simultaneously developing resilience, professional motivation, and adaptive teaching strategies. The participants' experiences highlighted the influence of institutional support, collaborative relationships, classroom environment, and technological resources in shaping their teaching effectiveness and overall professional well-being. Despite physical exhaustion, emotional demands, and unfamiliar subject content, faculty members remained committed to contributing to the development of the ISM program through continuous learning, professional engagement, and instructional innovation. Overall, the study emphasized that the lived experiences of criminology faculty teaching ISM reflected both the challenges and opportunities associated with teaching specialized courses in emerging academic programs.

5.2. Recommendation

The findings of the study provide valuable insights for higher education institutions offering Industrial Security Management programs, particularly in strengthening faculty preparedness and instructional support systems. Professional development initiatives focused on specialized ISM competencies, curriculum familiarization, and technology integration may enhance faculty confidence and instructional effectiveness. Institutional efforts directed toward manageable teaching workloads, improved classroom facilities, updated instructional resources, and collaborative mentoring environments may further contribute to positive teaching experiences and faculty well-being. Future researchers may also explore related studies involving student perspectives, instructional outcomes, and comparative experiences of faculty members from different academic institutions to broaden the understanding of teaching adaptation within specialized criminology-related programs.

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Competing Interests Statement

The authors have declared that no competing financial, professional or personal interests exist.

Consent for publication

All authors contributed to the manuscript and consented to the publication of this research work.

Availability of data and material

Supplementary information such as the raw files of the participants' responses is available from the authors upon reasonable request.

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